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ABSTRACT

This book provides teachers and other practitioners with a variety of procedures and materials to help students with disabilities become involved in their transition planning to the maximum extent possible. Chapters include: (1) "Student Involvement in Education Planning, Decision Making, and Instruction: An Idea Whose Time Has Arrived" (Michael L. Wehmeyer); (2) "Factors Contributing to and Implications for Student Involvement in Transition-Related Planning, Decision Making, and Instruction" (Deanna J. Sands and others); (3) "Student Involvement in Goal Setting and Educational Decision Making: Foundations for Effective Instruction" (Beth Doll and Deanna J. Sands); (4) "Transition Assessment: Methods and Processes To Determine Student Needs, Preferences, and Interests" (Patricia L. Sitlington and Debra A. Neubert); (5) "Participation in the Education Process: Students with Severe Disabilities" (Carole R. Gothelf and Fredda Brown); (6) "The View from the Student's Side of the Table" (Cecelia Ann Pauley); (7) "Self-Advocacy Strategy Instruction: Enhancing Student Motivation, Self-Determination, and Responsibility in the Learning Process" (Anthony K. Van Reusen); (8) "Whose Future Is It Anyway? A Student-Directed Transition-Planning Program" (Michael L. Wehmeyer); (9) "Next S.T.E.P.: Student Transition and Educational Planning" (Andrew S. Halpern); (10) "TAKE CHARGE for the Future: A Student-Directed Approach to Transition Planning" (Laurie E. Powers and others); (11) "ChoiceMaker: Choosing, Planning and Taking Action" (James E. Martin and Laura Huber Marshall); (12) "It's My Life: Preference-Based Planning for Self-Directed Goals" (Emilee Curtis); (13) "Become Your Own Expert! A Self-Advocacy Curriculum for Secondary School-Age Students with Learning Disabilities" (Winnelle D. Carpenter); (14) "Putting Feet on My Dreams: Involving Students with Autism in Life Planning" (Ann Fullerton); (15) "The Self-Determined Learning Model of Instruction: Engaging Students To Solve Their Learning Problems" (Dennis E. Mithaug and others); (16) "Self-Management and Self-Instruction: The Benefits of Student Involvement in Individualized Education Program Implementation" (Carolyn Hughes and Judith A. Presley); (17) "Student-Directed Learning Strategies" (Martin Agran); and (18) "Future Directions in Student Involvement: Education

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Planning, Decision Making, and Instruction" (Michael L. Wehmeyer and Deanna J. Sands). (Each chapter includes references.) (CR)

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